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ABSTRACT

A study investigated the possible relationships among situation-specific affective variables, motivational-attitudinal variables, and level of language learning in 70 students who were enrolled in a series of beginning Japanese language courses at the university level. Variables investigated included language class risk-taking, language class sociability, language class discomfort, motivational type, strength of motivation, attitude toward the class, concern for grade, and student demographics and linguistic background. Data were collected over a one-year period by both classroom observation and direct survey. The audio-lingual method of teaching was used in the classes. About half the students also participated in counseling-learning/community language learning (C-L/CLL) sessions during the course. In these sessions, students expressed themselves in English, which was translated into Japanese by the teacher, then manipulated and discussed the constructions and the learning experience. In the overall subject group, it was found that risk-taking, classroom discomfort, and motivation played a significant role in learners' level of achievement. Initially, risk-taking was the most powerful factor in success, but later, motivation became the most powerful factor. Generalizations about the effectiveness of the C-L/CLL method were not possible due to limited participation. Data analyses and implications for instruction are discussed. A 41-item bibliography is included. Situation statements are given in six appendixes. (MSE)

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Situation-Specific Affective Variables in a Second Language Classroom: Analysis and Intervention

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AFFECTIVE VARIABLES AND SECOND LANGUAGE RESEARCH

In recent years, L2 researchers have been investigating learner variables as critical factors in a holistic understanding of the learning process. Personality, motivation, learning style, aptitude and age need to be examined in relation to L2 acquisition and learning so that learners' diverse needs and interests can be successfully met. Among learner variables, motivation, and affective variables (e.g., anxiety, self-esteem, risk-taking) are being recognized as potentially influential factors in successful second language learning. In the following paragraphs, some of these variables will be briefly discussed.

Motivation. In one of the best known studies on motivation in second language learning, Gardner and Lambert found that attitudes and motivation of a learner played a key role in second language acquisition. Their findings suggested that significant relationships existed between integrative motivation and second language proficiency, especially in the oral-aural features of proficiency.

Contrary to the initial findings by Gardner and Lambert, other research data indicate that instrumentally motivated learners can be also good language learners. A study by

Gilletter, for example, investigated the characteristics of two good language learners. With regard to their motivational orientation, both students gave the highest rating to a statement such as, "I think it will someday be useful in getting a good job," and the lowest rating to a statement, "I am studying French because I think it will help me better understand French people and their way of life." Gilletter's finding concurs with other findings such as by Rubin and Thompson. Rubin and Thompson concluded their study by stating that "some people are remarkably successful in mastering a language without feeling powerfully drawn to the country or the people who speak it" (p.6).

Anxiety. Anxiety is a state of being uneasy, apprehensive, or worried about what may happen; concern about a possible future event. Anxiety related to second language learning has been reported fairly common in foreign language classrooms (21).

Chastain conducted an experiment to examine the effect of three affective characteristics on course grades in elementary language courses. One of the affective characteristics which interested Chastain was anxiety level. The sample studied consisted of university students who enrolled in beginning French, German, and Spanish courses. An anxiety scale consisting of combined items from the Sarason Test Anxiety Scale and the Taylor Manifest Anxiety Scale was used. Among Chastain's findings were the following: In the Audio-Lingual French class, there was a strong negative correlation between the final course grade and test anxiety. In traditional French, German, and Spanish classes,

however, the correlation was positive. Chastain conjectured that while some concern about a test can be constructive, too much anxiety can produce negative results.

In 1977, Kleinmann studied avoidance behavior of two groups of ESL (English as a Second Language) students. Using an adapted version of the Achievement Anxiety Test, Kleinmann investigated the facilitating and debilitating effects of anxiety on learners' oral performance. In Group I (Spanish speaking ESL students), the results showed high positive correlations between facilitating anxiety measures and the oral production in English of structures such as infinitive complement and direct object pronoun, which they usually avoided because of the difficulty. In group II (Arabic speaking ESL students), there was a positive correlation between high facilitating anxiety and frequent use of the English passive structure that was usually avoided because of its divergence from Arabic syntax. Summarizing the results of the study, Kleinmann states: "The findings suggest avoidance operating as a group phenomenon but within the particular avoiding group, use of the generally avoided structure is a function of facilitating anxiety level of the group's members. The evidence, therefore, seems to support the notion that certain affective measures influence learner behavior in a foreign language" (p.105; emphasis added).

Bailey conducted a qualitative study using a diary to understand the possible relationships among anxiety, competitiveness, and second language acquisition. She found that

facilitative anxiety, enough nervousness to get the job done, was one of the keys to success. In another words, while too much anxiety could have a negative effect, a moderate amount of anxiety could produce positive results.

Self-Esteem. Self-esteem has been considered as one of the most pervasive influences in human behavior (8, 31, 41). Clinical psychologists have observed that degrees of self-esteem and self-confidence are significantly associated with personal satisfaction and effective functioning.

Heyde studied the effects of three levels of self-esteem (global, situational, and task) on oral production of French by American college students. After a semester-long experiment, Heyde found that all three levels of self-esteem correlated significantly with oral performance measures of French 101 students. But the highest correlation was between task self-esteem and oral performance.

RATIONALE FOR SITUATION-SPECIFIC AFFECTIVE VARIABLES

Although previous research findings have indicated the importance of affective variables in L2 learning, the lack of specificity in defining affective constructs in relation to second language learning still remains problematic. In fact, many investigators have employed instruments for general personality traits rather than for situation-specific personality traits. Consequently, the construct and criterion validities of such instruments have been questioned, and the results of these

investigations lack consistency in their findings.

One of the most frequently investigated affective characteristics has been the extraversion/introversion personality in relation to second language learning. It was hypothesized that the outgoing personality would positively affect second language proficiency. This hypothesis was confirmed in Chastain's study (6). Namely, extraverted students (measured on the Marlowe-Crown scale) achieved higher grades in college French and German courses. A study by Naiman, Frohlich, Stern, and Todesco, however, reported that extraversion on the Eysenck Personality Inventory had no significant correlations with French proficiency among Canadian secondary school learners. Furthermore, Busch's study with Japanese students of English revealed that extraversion (measured on the Eysenck Personality Inventory) had a significant negative correlation with pronunciation, which was a subcomponent of the oral interview test. Based on her findings, Busch concluded that " when measured as a stable personality construct, introversion-extraversion does not seem to have strong correlations with EFL (English as a Foreign Language) proficiency. Perhaps direct observation of behavior in a relevant setting is a more reliable way of determining the relationship between personality characteristics and second language learning..." (pp.130-31, emphasis added). Supporting Busch's conclusion, Mischel states that although it may be possible to find some consistency in individual behavior, it is difficult to predict behavior in any particular situation on the basis of global trait

measurements. Thus, while there may be a general personality component that affects interaction in the second language class, there appears to be a need to assess affective variables in the specific context of the language classroom.

Recently, language professionals have become increasingly aware of the need for instruments to measure affective variables that are specifically related to second language learning.

In 1984, Ely investigated motivational type, motivational strength, and three situation-specific affective variables which were hypothesized to influence classroom participation and proficiency of first year Spanish students. The three situation-specific affective variables investigated were: Language Class Risktaking, Language Class Sociability, and Language Class Discomfort. Language Risktaking was defined by Ely as "a willingness or inclination to attempt new, difficult or complex utterances in the language class without a great deal of concern for prior practice or for absolute correctness." Language Class Sociability referred specifically to "wanting to interact in class by means of the second language." In Ely's study, Language Class Risktaking and Language Class Sociability were considered to be positive factors in motivating learners' classroom participation. Language Class Discomfort, however, was defined as a negative factor which concerned "the degree of anxiety, self-consciousness or embarrassment felt when speaking the L2 in the classroom." Among three situation-specific affective variables, Ely discovered Language Class Risktaking to be a strong predictor of a student's

class participation and proficiency. In addition, there was a high correlation between Language Class Risktaking and Language Class Discomfort. Based on these findings, Ely highlighted the importance of encouraging learners' voluntary class participation to improve their proficiency, especially their speaking ability. Furthermore, he urged the need for creating a psychologically secure learning environment for learners before they were expected to take linguistic risks.

Horwitz, Horwitz, and Cope also have stressed the significance in measuring affective variables such as anxiety which is specifically related to language learning. The Foreign Language Class Anxiety Scale (FLCAS) was developed to determine the range and degree of foreign language anxiety (21). The FLCAS items consist of statements indicative of communication apprehension, test-anxeity, and fear of negative evaluation in the foreign language classroom. Based on the results of a pilot testing of the FLCAS with seventy-five university students who were enrolled in introductory Spanish classes, Horwitz, et al. concluded that "significant foreign language anxiety is experienced by many students in response to at least some aspects of foreign langauge learning (p.130). They also suggested that a foreign language teacher can be instrumental in alleviating students' debilitating anxiety by acknowledging the existence of foreign language anxiety and by offering concrete ways to cope with it.

In summary, the studies cited above have highlighted not only the critical importance of measuring situation-specific affective variables in foreign language classrooms, but also the need for concrete and effective ways to respond to students' affective needs.

RESPONDING TO LEARNERS' AFFECTIVE NEEDS: THE COUNSELING-LEARNING (C-L)/COMMUNITY LANGUAGE LEARNING (CLL) APPROACH AS AN INTERVENTION

Numerous researchers have found a significant relationship between affective variables and language learning as well as a need for some kind of intervention (2, 12, 21, 34) to mitigate debilitating affective variables.

The Counseling-Learning/ Community Language approach (C-L/CLL) devised by Curran has recognized the need to break down learners' inhibitions in order to make the language learning environment non-threatening and constructive. Adopting the mode of a counseling situation, especially "client-centered therapy" for language instruction, Curran proposed that the learning situation be characterized by warmth and acceptance. The role of the language teacher thus was to communicate empathy for the learners's threatened state, "...to aid him linguistically, and then slowly to enable him to arrive at his own increasingly independent language adequacy" (9, p.82). In the C-L/CLL approach, learning was viewed as a whole-person deeply involved in whatever he/she intended to master. The combination of skills taken from

counseling, therapy and pedagogy was a way to respond the learners' affective needs sensitively and effectively.[1]

THE STUDY

The present study investigated the possible relationships among situation-specific affective variables, motivational-attitudinal variables, and proficiency of beginning Japanese students at the university level. The investigated variables were Language Class Risktaking, Language Class Sociability, and Language Class Risktaking as well as Motivational Types, Strength of Motivation, Attitude to the Class, and Concern for Grade. To better understand the nature of the situation-specific affective variables, a longitudinal study was conducted by collecting data over a one-year period. In addition, this study explored the applicability of the C-L/CLL approach as an intervention in conjunction with a regular language program by assisting those students who had expressed their anxiety and discomfort in regular language classes. The C-L/CLL approach was chosen because (1) it recognizes learners' affective variables as critical factors in language learning, (2) it offers concrete ways to deal with them in language classrooms, and (3) most importantly, the researcher has extensive training and experience with the approach.

BACKGROUND

The study involved a total of 70 students who were enrolled in a series of beginning Japanese language courses (Japanese 101,

102, 103) in a midwestern university, from the fall of 1989 through the spring of 1990. The subjects consisted of 20 freshmen, 16 sophomores, 16 juniors, six seniors, three master's level students, five doctoral students and four others. Twenty of the 70 students were international business majors, while two students were majoring in Japanese. Twenty students had previous and/or continuing experience in either learning or using Japanese.

All classes met for five 50-minute periods a week. The beginning courses focused on listening and speaking skills. The basic teaching method was the Audio-Lingual approach, and the syllabus is based on the textbook, Japanese: The Spoken Language, Part 1 (23). Classroom instruction was divided into two components: FACT and ACT classes. In FACT classes (once a week on average), linguistic explanation was given in English usually by non-native speakers of Japanese. ACT classes, on the other hand, concentrated on oral drills (e.g., pattern practice, transformational drills, situational drills). Since classes were teacher-centered, learner participation was solicited by the teacher.

METHOD

During the fifth week of the fall and spring quarters, a series of questionnaires was administered. The questionnaires were designed to obtain information regarding 1) three situation-specific affective variables (Language Class Risktaking, Language Class Sociability, and Language Class Discomfort), 2) Motivational

Types and Strength of Motivation, 3) Attitude toward the Language Class, 4) Concern for Grade, and 5) Students' personal background and previous experience with Japanese. The following were the measuring instruments used in the study:

Language Class Risktaking. The scale measures a student's "tendency to assume risks in using the second language in the second language class" (12, p.33). The scale consists of six items, each of which is followed by a six-point Likert response scale, with the alternatives labeled: "strongly disagree," "moderately disagree," "slightly disagree," "slightly agree," "moderately agree," and "strongly agree" (see Appendix).

Language Class Sociability. The scale measures a student's willingness to interact with others in the second language class by means of the second language. The scale consists of five items (see Appendix).

Language Class Discomfort. The scale measures the degree of anxiety, self-consciousness, or embarrassment felt when speaking the second language in the classroom. There are five items in the scale (see Appendix).

Motivational Types. Students were asked to rate, using a 5-point scale, their reasons for studying Japanese. An integrative reason is one which places emphasis on learning a second language in order to learn more about or meet members of the target language group. An instrumental reason , on the other hand, emphasizes the utilitarian values.

Strength of Motivation. Seven items measure a student's desire to learn the second language (see Appendix).

Attitude toward the Language Class. Four items measure a student's evaluation of the class (see Appendix).

Concern for Grade. There are two items to assess a student's concern for grade (see Appendix).

Level of Achievement. A student's level of achievement was measured by combining his/her cumulative scores on daily performance, mid-term, final exams, and homework assignments. In order to understand the learning environment of the regular Japanese classes as holistically as possible, the researcher observed the ACT classes throughout the fall, winter, and spring quarters. Initially a descriptive observation was made for each class period. As suggested by Spradley, a total of nine criteria were used to observe classroom situations:

1. Space: the physical place or places;
2. Actor: the people involved;
3. Activity: a set of related acts people do;
4. Object: the physical things that are present;
5. Act: single actions that people do;
6. Event: a set of related activities that people carry out;
7. Time: the sequencing that takes place over time;
8. Goal: the things people are trying to accomplish;
9. Feeling: the emotions felt and expressed.

The researcher took careful field notes based on the criteria. Gradually, the researcher was allowed to become a more active participant observer by helping the instructor with small group activities as well as by attending Teaching Assistant's meetings.

One of the reasons for making descriptive observations was to "explore the intersubjective and content-dependent nature of classroom events as they occur, noting the regularities and idiosyncracies in the events" (7, p.48). But more importantly, it was hoped that the combination of quantitative and qualitative approaches would complement each other in the analysis and interpretation of the learners' affective variables.

The Counseling-Learning (C-L) / Community Language Learning Approach (CLL): An Intervention Approach. A week-long pilot study was conducted during the summer quarter of 1989 with a group of summer intensive Japanese students prior to the actual study. The pilot study had two objectives: 1) For the research assistant to become familiar and comfortable with the C-L/CLL approach; and 2) to establish the reliability of the questionnaire to be used.

During the fall quarter, a sign-up sheet was distributed to all four sections of the beginning Japanese classes with a brief explanation about the C-L/CLL sessions. 35 students indicated that they were interested. A brief orientation was held. The researcher/instructor clearly explained that participation in this session was on a voluntary basis, and therefore would not affect the grade in their course. All the students who came to the

orientation expressed varying degrees of anxiousness to perform well in the class. In particular, they expressed apprehension about oral performance in front of their classmates. The C-L/CLL sessions were usually held for an hour three times a week. Every session was videotaped for later discussion, and the participants were fully aware of the videotaping.

The following activities outline the basic C-L/CLL procedure used for the intervention group. (1) Orientation (5 minutes): The instructor exchanged greetings with the students and gave a clear structural statement regarding the C-L/CLL session in English in order to lessen the possible confusion. (2) Conversation (15 minutes): The students were situated in a circle. One student initiated conversation by expressing what he/she wanted to say in English first. The instructor, standing behind the student, translated the utterance into Japanese. The student then repeated in Japanese and recorded into a tape recorder microphone. Each student took turns speaking in Japanese either by initiating the conversation or by responding to other students' questions. At the end of the conversation, the tape recorder was rewound and replayed sentence by sentence. As the students listened to their own Japanese sentence, they translated it into English. (3) Linguistic Reflection (10 minutes): From the recorded material, the students chose the sentences of their interest. The instructor, then, wrote them on the blackboard to explain grammar, discourse style, pronunciation, and sociolinguistic appropriateness. The students were free to ask

questions in English and take notes during the explanation. (4) Drills and/or Pronunciation Practice using the Human Computer (5 minutes)[2]: Using the materials on the blackboard, the students practiced pronunciation and/or created new sentences with the help of the instructor, the Human Computer who simply provided the necessary linguistic information as the students requested them. What made the Human Computer unique was that the instructor/the Human Computer was totally under the control of the students whereas the conventional teaching method did not allow for this to happen. (5) Experiential Reflection (5 minutes): The students shared their feelings about the learning experience in English. They could talk about what they liked or disliked and what worked or did not work for them. The instructor responded empathetically making sure that she understood the students' comments correctly.

DATA COLLECTION AND ANALYSIS

The data was collected during the autumn and spring quarters by the second author, with the cooperation of the language teacher and the teaching assistants. The collected data was examined in three different statistical analyses: (1) A stepwise regression was used in order to determine the variables which had the greatest influence on the students' final grades in the autumn and spring quarters; (2) Pearson product-moment correlations were used to determine correlations among all situation-specific affective variables, motivational-attitudinal variables, students' personal background, and final grades. Variables that were included in the

correlation matrices were as follows: age, sex, year in college, number of years learning Japanese, Language Class Risktaking, Language Class Sociability, Language Class Discomfort, Motivational types, Strength of Motivation, Attitude toward the Language Class, Concern for Grade, and Final Grades, and finally (3) Paired t-tests were used to discern changes in the situation-specific affective variables, the attitudinal-motivational and achievement variables of the same students between the autumn and spring quarters.

The ethnographic data collected from the regular Japanese classes through descriptive and participant observation were analyzed according to the criteria suggested by Spradley.

The data collected from the intervention group regarding the efficacy of the C-L/CLL approach were qualitative in nature. Namely, the collected data consisted of the field notes based on the researcher's participant observation, comments from the students during the experiential reflection period, and finally informal interviews with the students.

RESULTS OF THE STUDY

Variables that Affected the Final Grades--Autumn Quarter. A stepwise regression revealed that Language Class Risktaking, Class Status, and Sex had the most powerful influence on final grades (see Table I). This means that 1) the higher the student scored on the Language Class Risktaking items, the better grade the student received; 2) graduate students received better grades than

undergraduate students. This may be because in addition to

Insert Table I about here

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their social maturity and increased general knowledge (26), older students are more serious about, and have clearer objectives in learning Japanese; 3) female students scored higher than male students in this group, which has been supported by earlier studies that women tend to be better language learners (e.g., 11, 29, 30).

Variables that affected the Final Grades--Spring Quarter. Contrary to the regression results obtained in the autumn quarter, the motivation variable was identified as the best predictor of the students' level of performance (see Table II). In other words, those students who kept their motivation throughout the course received better grades in the end than those who did not. Unfortunately, however, the number of students who kept their motivational level high throughout the course significantly decreased in the spring quarter (see **Changes in Attitude, Motivation and Final Grades**).

Insert Table II about here

Language Class Discomfort and Language Class Risktaking. Based on the results obtained from the first regression analysis (see

Table I), an analysis of variance was performed to ascertain the hypothesis suggested by Ely (12) that Language Class Discomfort negatively affects Language Class Risktaking. This hypothesis was confirmed both in the autumn and spring quarters as it was in Ely's findings (see Table III). The more uncomfortable the students felt in the classoom, the less risk they took.

Insert Table III about here

Strength of Motivation. As stated earlier, the results of the regression analysis obtained in the spring quarter indicated that motivation was one of the best predictors of the students' grades. The correlational analysis also indicated that motivation was correlated significantly with the variables such as Language Class Sociability ($r = 0.513$, $p = 0.0010$), Attitude toward the Language Class ($r = 0.529$, $p = 0.0006$), and Grade ($r = 0.461$, $p = 0.0036$). Although at the beginning of the course, the motivational variable did not appear to be valuable, by the end of the course, however, it became one of the most important variables to be examined. In addition, motivation interacted significantly with other variables such as sex, course status, and major. These findings seem to correspond to Gardner's statement about the pervasive nature of attitude and motivation in language learning: "Attitudes and motivation are important because they determine the extent to which the individuals will actively involve themselves in learning the language" (17, p.56).

In order to predict Strength of Motivation, a forward stepwise regression was used. The best two predictors of the Strength of Motivation were: 1) "Because I want to be able to speak more languages than just English" ($F = 11.75$, $p = 0.0016$) and 2) "Because I feel it may be helpful in my future career" ($F = 6.91$, $p = 0.0128$). Considering the fact that the majority of students in this study come from the College of Business, it is reasonable to assume that they are instrumentally motivated and have specific career goals in mind.

Changes in Attitude, Motivation and Final Grades. In order to investigate the attitudinal, motivational and achievement changes of the same students between the autumn and spring quarters, a paired t-test was used. The paired t-test compared the same subjects' response to the questionnaire between the fall quarter (Japanese 101) and the spring quarter (Japanese 103). Significant differences were found with the following four variables:

1. The students were significantly less motivated in the spring quarter than in the fall quarter ($t = 2.25$, $p = 0.03$). This means that the students indicated less desire to learn Japanese, and the value of learning Japanese had diminished in their mind.
2. The students' attitudes toward learning Japanese shifted significantly toward the negative in the spring quarter ($t = 2.61$, $p = 0.0131$). This indicates that the students had lost interest in what they did in class.

3. The level of Language Class Discomfort was significantly higher in the spring quarter than in the fall quarter ($t = 3.44$, $p = 0.0015$). This means that the students felt far less relaxed and/or felt more embarrassed and awkward in speaking in class. In addition, they felt more self-conscious about actively participating in Japanese class.
4. The students received significantly lower grades in the spring quarter than in the fall quarter ($t = 5.87$, $p = 0.0001$). In fact, no student received an A as final grade. If we can assume that the criteria for the grades have remained constant, the level of performance among the students dropped significantly at the end of the year.

To summarize, the results of the study have revealed that situation-specific affective variables such as Classroom Risktaking, Classroom Discomfort, and Motivation played a significant role in affecting the learners' level of achievement in beginning Japanese language courses. Initially, Classroom Risktaking was one of the most powerful predicting factors for the learners' level of achievement, and motivation did not appear to be significant. This may be due to the fact that every student was highly motivated at the beginning of the course. By the end of the spring quarter, however, motivation became the most powerful factor in determining the learners' level of achievement. In addition, motivation turned out to have significant relationships with other variables such as learners' attitude toward the Japanese class and Language Classroom Sociability.

The results of the paired t-tests revealed that there were significant negative attitudinal,motivational, and achievement changes among the students who completed Japanese 103. Although interactions among the four variables identified by the t-tests are still unknown at this point, it is possible that the lower grades negatively affected the learners' attitudes and motivation for learning Japanese. Previous studies (e.g.,16, 38) have suggested that learners' attitudes and motivation tend to deteriorate as a result of continued study of a second language. Different motivational orientations (integrative vs. instrumental) and/or types of instructions (self-paced vs. traditional) were given as possible causes for the deterioration of learners' attitudes and motivation. For the present study, however, further research is needed to identify possible causes.

Students' Reactions to the C-L/CLL Approach.

Despite the initial enthusiasm, only a limited number of students came to the C-L/CLL sessions regularly. A generalization, therefore, cannot be made with regard to the efficacy of the C-L/CLL approach. However, the following transcription may give some insights about the students' reaction to the sessions. The students' comments were obtained during the reflection periods in the C-L/CLL sessions.

Researcher/Instructor: Do you have any reactions or comment about today's session?

Student 1 (male): It's good to be starting this class again. It helps you out. The real way of

learning Japanese is to use it. This class allows me to speak without worrying about making mistakes.

Student 2 (female): This is the first time for me to be in this class. It was good because you can freely express what you wanted to say in this session more than classroom.

Student 3(male): I like the fact that I can speak English here when I have a question or comment.

Student 4(male): The regular class is more stressful but this class is more relaxed.

Student 5(male): In the regular class, the dialogue is always controlled, but here you can ask questions to anyone you like.

Student 6(female): This is such a help. I like the method. This is a good application (of what I learned)...I feel like may be I could do something with what I learned.

The students' comments reflect their favorable reactions to the C-L/CLL sessions. The opportunities to test language hypotheses and to converse freely in the target language appeared to have complemented the rather rigidly-structured approach of the regular Japanese class. In addition, the students commented that they felt freer and more relaxed to make mistakes and thus took more risks in terms of testing their language hypotheses. They also liked the fact that they could say what they wanted to say in

Japanese. Furthermore, the freedom to use English for asking questions and/or clarifying grammatical and cultural points in the C-L/CLL sessions appeared to be beneficial and less frustrating for the students. Further research with a larger sample size is needed to ascertain the efficacy of the C-L/CLL approach as an intervention.

IMPLICATIONS

This study has revealed interesting insights into the relationship between situation-specific affective variables and the learners' level of achievement in beginning Japanese classes. Since the study was longitudinal, it was possible to collect the data chronologically and observe changes in learners' attitude and motivation. Affective variables such as risk-taking and discomfort in the classroom have proven to affect the learners' performance. Language teachers need to find ways to reduce classroom discomfort, particularly for beginning learners. Some techniques from the Counseling-Learning/Community Language Learning approach may be useful to minimize the learners' initial anxiety and maximize their security in classroom.

Motivation was also a critical factor to sustain the learners' level and extent of their commitment to language learning. In this study, instrumentally motivated students not only performed well in class, they also maintained positive attitudes toward the class.

The overall deterioration of the learners' grades, attitudes, and motivation at the end of the three consecutive quarters is intriguing. Further research is needed to explore the possible relationships among the learners' grades, attitudes, and motivation. It may be interesting to conduct a similar study with beginning students of other foreign languages to see if similar patterns of deterioration will occur at the end of three quarters.

The results of the present study have indicated that learners' situation-affective variables significantly affect their second language performance. As language professionals, then, we have an obligation to respond not only to learners' linguistic needs, but also to their affective needs in order to produce more successful language learners. In particular, in language classrooms where communicative competence is emphasized, the teacher's sensitivity and skill in establishing a good rapport with the students could be the key to success because as Savignon has stated: "Practice in communication, by definition, forces the student to come out from behind memorized dialogs and ready-made phrases, leaving him in a particularly vulnerble position. The rapport he feels with the teacher as well as with his classmates may be crucial in determining the success or failure of the venture" (p.67).[3]

NOTES

1. See Curran (8, 9) for further discussion.

2. Samimy (28) discusses the Human Computer in some detail.

3. The authors would like to thank Professors Shigeru Miyagawa and Shelly Quinn for their support and cooperation during data collection.

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TABLE I

Stepwise Regression (Maximum R-Square) Based on the First Questionnaire (n=68)

Step	Variable Entered	R^2	B Value	P
1	Language Class Risktaking	.091	-.0256	.01
2	Language Class Risktaking	.168	-.0236	.0191
	Sex		.41	.0195
3	Language Class Risktaking	.241	-.219	.02
	Student's Class Status		.121	.0186
	Sex		.489	.0051

TABLE II

Stepwise Regression (Maximum R-Square) Based on the Second Questionnaire (n=38)

Step	Variable Entered	R^2	B Value	P
1	Motivation	.2126	-.6687	.0036
2	Motivation	.2984	-.5746	.009
	Japanese Spoken		-.8188	.04

TABLE III

Analysis of Variance Table from a Regression Analysis

Quarter	Source	df	SS	MS	F	P
Fall	Total	68	51.427			
	*LCD	1	19.9077	19.9077	42.317	0.0001
n = 68	Error	67	31.5198	0.4704		
R^2=0.3871						
Spring	Total	37	22.3011			
	LCD	1	10.0460	10.0460	29.511	0.0001
n =37	Error	36	12.2550	0.3404		
R^2=0.4505						

*LCD=Language Class Discomfort

APPENDIX I

Language Class Risktaking

1. I like to wait until I know exactly how to use a Japanese word before using it. (-)*
2. I don't like trying out a difficult sentence in class. (-)
3. At this point, I don't like trying to express complicated ideas in Japanese in class. (-)
4. I prefer to say what I want in Japanese without worrying about the small details of grammar.
5. In class, I prefer to say a sentence to myself before I speak it. (-)
6. I prefer to follow basic sentence models rather than risk misusing the language. (-)

* A minus sign indicates an item which is negative on the scale.

APPENDIX II

Language Class Sociability

1. I'd like more class activities where the students use Japanese to get to know each other better.
2. I think learning Japanese in a group is more fun than learning on my own.
3. I enjoy talking with the teacher and other students in Japanese.
4. I enjoy interacting with the other students in the Japanese class.
5. I think it's important to have a strong group spirit in the language classroom.

APPENDIX III

Language Class Discomfort

1. I don't feel very relaxed when I speak Japanese in class.
2. Based on my class experience so far, I think that one barrier to my future use of Japanese is my discomfort when speaking.
3. At times, I feel somewhat embarrassed in class when I'm trying to speak.
4. I think I'm less self-conscious about actively participating in Japanese class than most of the other students.(-)
5. I sometimes feel awkward speaking Japanese.

APPENDIX IV

Strength of Motivation

1. Outside of class, I almost never think about what I'm learning in class (-)
2. If possible, I would like to take a second year Japanese course.
3. Speaking realistically, I would say that I don't try very hard to learn Japanese (-)
4. I want to be able to use Japanese in a wide variety of situations.
5. I don't really have a great desire to learn a lot of Japanese. (-)
6. Learning Japanese well is not really a high priority for me at this point. (-)
7. I don't really feel that learning Japanese is valuable to me. (-)

APPENDIX V

Attitude toward the Language Class

1. I find Japanese class to be very boring. (-)
2. I would say that I'm usually very interested in what we do in Japanese class.
3. I don't really like the Japanese class. (-)
4. In general, I enjoy the Japanese class.

APPENDIX VI

Concern for Grade

1. It is very important for me to get an A in Japanese this quarter.

2. If I get a C in Japanese this quarter, I will probably drop the course.